Rembisz Elected S.A. President !

See Story Page 5!

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THE MICHAELMAN

SAINT MICHAEL'S COLLEGE, WINOOSKI PARK, VERMONT

APRIL 25, 1970

"I'm the President; You're Not!"

Rembisz Could Provide Senate Facelifting

By Lawrence Young

With precious little time remaining in the S.M.C. political arena for men like Frank Corbishley and John Daignault, Tuesday night's Senate meeting appeared to constitute the bitter conclusion to the petty "personality clash" between President and V.P. This "personality clash" was actually a polite term employed during the recent presidential debates that actually involved an ambitious power struggle.

Be that as it may, Daignault took the initiative and requested a suspension of the rules. With the ominous presence of nearly 150 students breathing down the Senate's neck, Daignault was granted the request.

His prepared statement amounted to total dissatisfaction with the proposed tuition increase (as being inordinate with the inflationary trend) and the abolishment of a number of articles contained in the infamous code of conduct. These 'venial sins' he motioned to remove were the $50 damage fee (to be given to the Senate), student demonstration to be held the next day at noon to demand the immediate acceptance of these proposals. Both Rich Maloney and Bruce Dumouchel recognized the rashness of Daignault's ultimatum and, though in agreement with the proposals, thought that President Boutin should be allowed more time.

An observer, recognized as Tim Buckman, then proceeded to tell the Senate that the time for action is now. "It's your last chance to make a good ball game!"

Jack Keyes then asked for a ten minute recess until Gene Rembisz could be found.

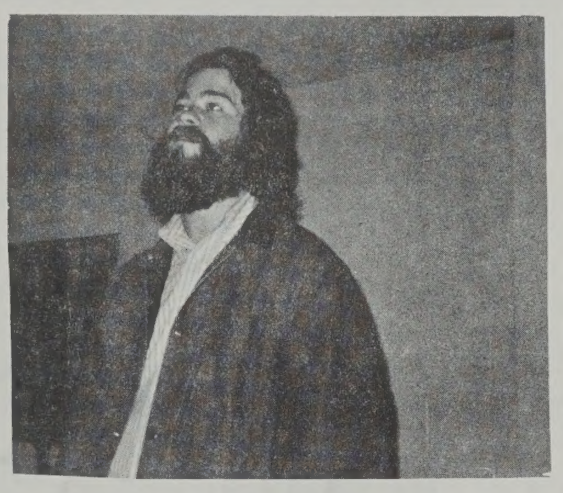
Thus I followed Frank Corbishley into the Snack Bar but his only comment was: "Tomorrow at noon is too fast, that's all!"

Suddenly an uproar from the Senate room announced the entrance of Rembisz. He discussed the matter with several of his advisors and then condescended to address the Senate. Basically he spoke of an attempt to form a coalition with the students and the faculty. That this way it would become worthwhile to attempt change through the system.

Another spectator blurted out that a coalition had already been tried and failed to accomplish anything progressive. With a look of contempt in his face Rembisz stated he doubted the specifics of that haphazard association. Then he bluntly declared, "I'm the President; you're not!" With that he shuffled his way out to the sound of wild applause.

This statement caused Daignault's motion to be tabled by a vote of 10-4. The Senate then adjourned after no other business was brought forward.

Daignault called for strike.



Rembisz, "I cannot support a strike at this time."

Pre-Registration for Academic Year 1970-71

All students will pre-register for the 1970-71 academic year on the following dates: Juniors, April 27-29; Sophomores, April 30, May 4; Freshmen, May 5-8.

Students should consult and pre-register with their Advisor in their concentration. Each Advisor will post a schedule so that all students may pre-register during the days indicated.

Freshmen will pre-register with Department of their chosen concentrations.

The following procedures will be followed:

1. Students will pick up Registration Card, 3 day and hour schedule cards, SS 109 Form at the Student Information Center.
2. Student will meet with Advisor for consultation and registration of courses. Students will complete Registration Card (colored card) and three Day and Hour cards (white) with the approval of his Advisor. **Advisor will initial Registration Cards** indicating his approval of the schedule.
3. SS 109 should be completed as follows: Date – September 9, 1970; Address – St. Michael's College; Complete – 1, 3, 7.
4. Student will return with all cards to the Student Information Center where class cards will be pulled and schedule confirmed. If a section is closed, student will be informed immediately so that another choice may be made.
5. All cards will be left at the Student Information Center.

A confirmed copy of student's schedule and time to register on September 9 will be sent to student in early August.

Students may take courses at Trinity College if approved by their advisor and/or Department Chairman, who will notify Miss McNamara that permission has been granted.

Copies of Trinity College Schedule are available at the Student Information Center.

Students for Psychology concentration will register with Dr. Wehmeyer.

Yandow New Fin. Aid Dir.

Miss Madeline E. Yandow of South Burlington has been appointed Director of Financial Aid at St. Michael's College.

She will succeed Ronald Iverson who has resigned effective June 30, 1970.

In her new post, Miss Yandow will be responsible for several student aid programs at the college.

She has been assistant comptroller at St. Michael's since 1969. Before that, she was Bursar for three years.

She joined the St. Michael's staff in 1948 and was chief bookkeeper at the college for 18 years until her appointment as Bursar.

Miss Yandow is a member of the Eastern Association of College and University Business Officers.

New Controller Named

Ernest A. Guilmain, a Division Controller at the Nashua, N.H., corporate headquarters of Sanders Associates, Inc., has been named controller at St. Michael's, according to Rev. Jeremiah T. Purtill, Treasurer.

Mr. Guilmain will be in charge of accounting and budget at the college, taking over the job formerly filled by Mr. Fred Hawley.

Guilmain attended Bentley College and in 1961 received an associate in accounting degree from Nashua Business College. He also has attended New Hampshire College in Manchester.

He joined Sanders Associates, Inc. in 1962 as a cost clerk, and was named a division controller in 1966.

Philip H. Hoff

Hoff On Ecology

An estimated gathering of one hundred and fifty "Land-Lubbers" jammed Alliot Lounge last Wednesday to hear former Governor Philip Hoff's views on Ecology, as part of the "Earth Day" exercises held at the College. Hoff, who is seeking a seat in the United States Senate this year, stated: "Every politician is speaking about this, (ecology), and this is good – not only is this good, but it is important."

The ex-governor continued by saying that every environmental problem is essentially a product of our "Industrial Technological Society." He further explained that it is necessary to make one point clear: that is that environmental decay is not only a national problem, but it is a "world-wide" problem, and must be handled on that basis: "We must look at this in its total concept – World-Wide."

Culture Festival

The St. Michael's culture festival, headed by Phil Smith, is being held today and tomorrow in the Student Center and Alliot Hall.

Sculptures, Paintings and Photographs are being displayed in the Student Center.

Poetry is being read in the Senate room in Alliot Hall.

The festival will continue to be held next weekend May 1st, 2nd and 3rd.

Dunk the Dean Day May 2nd

Inter house competition for the coveted Dunk the Dean Trophy? Dean Sutton being dunked? Michaelmen high-jumping after a Chug-a-lug race? Yes, this and much more will be happening Saturday May 2 beginning at 9:30 in the morning till whenever the festivities come to a close. (Exams do begin May 18).

Each house will be represented by a six man team. These teams will compete in various events from a tug-o-war to our favorite relay race here on the hilltop. Through the course of the day other individuals may be substituted into these six man teams as the 'endurance' of those not so sturdy Michaelmen wears thin.

Of course, for those not so athletically inclined there will be numerous events which require skill rather than strength such as dunking our distinguished deans.

Parents Weekend Format Announced

Parents' Weekend at St. Michael's College will open Saturday, May 9, 1970, with a 10 a.m. baseball game between St. Michael's and Lowell Tech at the college's athletic field.

Highlights of the weekend's program will be a panel discussion Saturday at 2 p.m. on "The Aims and Purposes of a Small Catholic Male Liberal Arts College," a concert by the St. Michael's and Maria College Glee Clubs, a President's Reception and Military Ball and an exhibition by the "Marching Saints," college drill team.

Participants in the panel discussion will be Dr. Edward J. Pfeifer, Academic Dean; Rev. Francis E. Moriarty, S.S.E., Assistant to the President; and Francis M. Corbishley, president of the Student Association.

After the discussion, parents will tour facilities on the campus.

The concert will be at 8 p.m. in the Chapel of St. Michael the Archangel.

It will be followed by the reception and ball at the North Campus Gymnasium. Music for dancing will be provided by the Griffis Air Force Base Band.

Sunday there will be a concelebration of the Eucharist at 10 a.m. in the chapel.

The drill team exhibition will be at 11 a.m. on the North Campus.

The weekend will conclude with a 12 noon Brunch in Alliot Hall.

EDITORIALS

S.A. President

He never once became serious during his campaign. He built a platform from the most absurd issues ever to hit this campus.

He has been credited with acting obscene before a campus security officer and subsequently was suspended for it. Further, it is said that he has missed six weeks of classes this semester and could easily flunk out.

He has been compared to Mickey Mouse, Alfred E. Neuman, Savonarola, Billy Graham, Rasputin, Fidel Castro and Hitler.

He staged a rally Sunday night, the likes of which this campus hasn't seen since 1963.

He didn't ask for votes. He didn't plan to win. He kept himself in his room. Very few knew what he looked like.

He did not debate the other candidates, but in winning the election made them look like fools. Perhaps he made us all look like fools.

Gene Rembisz garnered slightly over 1/3 of the votes for Student Association president. It is safe to say that many more wanted to vote for him but suffered from the 2nd thought syndrome.

He is not qualified if that matters. He displayed no serious intent. He did the opposite of what he should have done. Yet, by being who he is and doing what he did, he won.

He caused excitement. He gave us all life. He made conformity a dirty word. He exhilarated everyone because he made them laugh.

This college has been gloomy. What appeared to be a permanent stupor held control over the place. Gene Rembisz said to — with it and so did we.

Whether you and I voted for him or not is unimportant. Whether he can settle down to a serious attitude or not, remains to be seen.

He made what is absurd **look** absurd! We don't ask the S.A. President to revolutionize this place. We ask him to excite us, keep us alive.

One thing is for sure. Plenty of students will be at the Student Senate meetings. Plenty of us will become involved because some guy came out of nowhere and is now S.A. President.

We will be involved because we don't know what he is going to do. It's a secret. In this case, the healthiest thing to hit St. Michael's in a long time.

D.P.M.

Administrative Irresponsibility?

In January the Student Senate asked the administration to officially announce the rumored tuition hike by the end of the semester so that students who wished to transfer could do so and also so that incoming freshmen could make plans accordingly. The first part was fulfilled, but it has been learned that NO incoming freshman has yet been notified of the increase.

One future frosh managed to sneak by the Crown & Sword screen this week on a campus visit and saw the typical student in action on his own. During a conversation with one student, he learned for the first time of this $400 increase and was obviously upset since he had already forwarded his non-refundable $100 deposit (double that of last year's!).

Someone has done a disservice to what will be the Class of '74 — a seemingly intentional oversight. Of course the administrators have legalities on their side, but just who are these administrators who are concealing these important facts about the college from those who will be paying their salaries in the future?

A remedy? One officer in the Senate this week suggested that all freshmen who have paid their initial deposit be exempt from the increase next year (at least during the first semester) and, also, all applicants will immediately receive an apology explaining that the tuition increase actually was known in late January. The above action would be equitable to incoming frosh, but someone will have to make up the minimum of $80,000 lost in the process. If this oversight was actually due to administrative irresponsibility, maybe they can come up with an answer. Mr. Boutin?

–GTM

Letters to the Editor

Caustic Remarks

To the Editor:

The victory of Gene Rembisz this week in the Student Association elections came as a surprise to many Michaelmen. The caustic remarks of one of the other candidates, however, did not surprise all of us. Perhaps this was to be expected of Mr. Daignault who was so confident and pompous in his pre-election statements. Mr. Kline took the result in stride and it is our feeling that Mr. Daignault should have done the same. The latter's comparison of Mr. Rembisz to Mickey Mouse and Alfred E. Neuman simply because he was a write-in candidate was most unbecoming for a person who considered himself capable of being President of the Student Association.

Some of the undersigned did not vote for Mr. Rembisz but nevertheless feel that his supporters were not negative in their thinking as Mr. Daignault so irresponsibly charged. We do not call the recent revival of spirit on the campus as being a step backwards. If Mr. Rembisz can bring forth some concrete proposals, then the forthcoming academic year will not be a "challenging one" as Mr. Daignault believes.

Thank you, Mr. Kline, for running your campaign in a responsible and sincere fashion. And thank you, Mr. Daignault, for being a candidate – and nothing more.

Mike David, '71
Bob Lussier, '71
John Pereira, '71
Bernard Dee, '71
Terry Curtin, '71
Paul Underwood, '73
James White, '73
Mark Wojcik, "transfer"

Grateful

To The Editor:

May I take this opportunity to publicly thank all those who supported me during my campaign for the presidency of the Student Association. I am very grateful for the help which so many offered.

Though I do not agree with the type of campaign which Gene Rembisz waged, he has been elected president and must be given the chance to prove himself worthy.

Gene can be assured of my assistance in his efforts to serve as a forceful student association president.

Respectfully,
John H. Daignault
Vice President
Student Association
1969-70

It's All Over

To the Editor:

I would like to express my opinion on the election of Mr. Rembisz as SA president. "It's all over in Winooski, Vermont; the mighty have fallen."

A. DeJoseph
VP, Omega House

Ignorant Bliss

To the Editor:

If ignorance is truly bliss, Gene Rembisz will be the most aesthetic Student Association President St. Michael's has ever seen.

Peter McDonough
'73

Results

S.A. President
Rembisz – 291
Daignault – 272
Kline – 233

Vice President
Fitzgerald – 598

Recording Secretary
Campbell – 383
Tarrant – 368

Corresponding Secretary
Smith – 546

On the Left

By Bob McKee

Caswell and I were sitting in the Gingerman tossing around ideas about the war, the military, and draft resistance. The place was nearly empty. Some men stood talking politics at the bar, and there was a couple at the next table arguing. You'd sleep with anyone who came along, the woman was saying. For a Wednesday night the place was dead.

Caswell is a draft counselor and he said we should talk before I enlisted in the Navy. Our conversation had started at this same table the night before and had gone very late. We had met again at dinner to continue the discussion. It was late again.

"Yes I'm leaving you," the lady at the next table said. She put on her coat and walked away. One of the men from the bar was going out and he held the door for her. In the course of two evenings Bob had said some good things for draft resistance and I'd said some good things against it. We were pretty much stalemated, although I had the feeling he was saying the better things.

"For every intellectual argument, there is an opposite and equal intellectual answer." I said. "Even when it comes to Viet Nam." Bob ordered another round.

"Excuse me sir," the man in the corner said, "but did you say Viet Nam?" He was a muscular man about thirty, a little drunk. I figured him for a hawk and waited for him to pull Bob's beard or something.

"Yes, I did."

"Well, I was over there for three years. Almost got killed. I've got scars from when I got hit by machine gun fire. You may not believe me." He unbuttoned his shirt to reveal the wounds on his chest. The scars were real.

"Are you going in the service?" he asked me. I said probably. "Well let me tell you that war's being fought because it's good for the economy and it's good politics." Without rising he slid his chair closer to our table. "No one in government cares whether the boys over there live or die." He raised his glass. "You see me, I never touched a drop before going to Nam. I'm not even sober on a sunny afternoon anymore." The man was getting emotional and I was uncomfortable. There was nothing we could say so we nodded our heads.

"You saw my wife go. She's leaving me." He laughed bitterly

(Continued on page 6)

Second Semester Final Exam Schedule

Final exams for spring semester courses will be held from Monday, May 18, 1970 through Tuesday, May 26, 1970.

Schedule as printed in the 1969-70 Schedule for Academic Year except for the following common exams.

Please follow the Exam

COURSE		INSTRUCTOR	DATE	TIME	PLACE
Air Sci.	400	Maj. Cournoyer	5/18	1:15 - 3:15	J 54
Bus.	203 A,B,C	Fortune, Lall	5/19	3:30 - 5:30	A.H.
Bus.	305 A.B.	Dillon	5/21	3:30 - 5:30	Sci. 107
Bus.	309 A,B,C	Hanna	5/22	1:15 - 3:15	J 54
Bus.	317 A,B,C	Knight	5/19	3:30 - 5:30	A.H.
Econ.	103 A,C,D	Lall	5/20	1:15 - 3:15	Sci. 107
Econ.	303 A,B	Stoltzfus	5/20	3:30 - 5:30	J 54
Eng.	103 F,G	Reiss	5/26	1:15 - 3:15	A.H.
Eng.	303 A,B	Lahage	5/21	1:15 - 3:15	J 54
Fren.	103 A,C,D	Poirier	5/19	1:15 - 3:15	J 54
Fren.	205 F,G	Bellerose	5/22	3:30 - 5:30	A.H.
Fren.	205 B,C,D	Languasco	5/22	3:30 - 5:30	A.H.
Hum.	103 D,E,G	Heineman	5/21	1:15 - 3:15	A.H.
	103 C,F	Beary	5/21	1:15 - 3:15	Sci. 107
	103 M,B,H	Quinn	5/21	1:15 - 3:15	A.H.
Hum.	203 A,B,H,J	Lanoue, Schnaubelt	5/25	1:15 - 3:15	A.H.
	203 C,D,E,G	Barna	5/25	3:30 - 5:30	A.H.
Math.	103 A,B	Marn	5/25	1:15 - 3:15	J 54
	103 G,H,K	VanderWeel	5/22	1:15 - 3:15	Sci. 107
	103 F,J,D	Enright	5/22	1:15 - 3:15	A.H.
	103 A,C	Linnehan	5/22	1:15 - 3:15	Sci. 108
Phil.	103 B,E,L	Stack	5/22	1:15 - 3:15	A.H.
	203 A,D,F	Amodeo	5/20	1:15 - 3:15	A.H.
P.S.	203 B,E	Case	5/20	1:15 - 3:15	A.H.
P.S.	203 A,B	Bryan	5/26	1:15 - 3:15	A.H.
Psych.	310 A,B	Williams	5/19	3:30 - 5:30	A.H.
Psych.	301 A,B	Coombs	5/25	3:30 - 5:30	Sci. 107
Psych.	307 A,B	Wehmeyer	5/19	1:15 - 3:15	Sci. 107
Theo.	403 A,B	D'Agostino	5/19	1:15 - 3:15	A.H.
	303 D,G,R,L	Hyland	5/18	1:15 - 3:15	A.H.
	303 C,J,K,S	Couture	5/18	3:30 - 5:30	A.H.
Span.	303 B,F,M,P	Paulin	5/20	3:30 - 5:30	A.H.
Span.	105 A,B,C	Quiroz	5/19	1:15 - 3:15	A.H.
Science	205 B,D,E	Worthen	5/22	3:30 - 5:30	A.H.
	203	Foley	5/21	3:30 - 5:30	A.H.

"Inside Tidbits"

– Vern, "Johnny Appleseed", Cross and his distinguished cohorts, contributed to the Earth Day movement by planting 40 wooden stakes in the quad . . . "Blessed are they who have seen, and still do not believe." (Tidbits, chapter 1; Verse 1) . . .

–Incoming freshmen have not been notified of the $400.00 tuition hike . . . Boy, they are going to be surprised, huh? . . .

–The Earl of Cafe has offered his services to act as an alternate for "Dunk the Dean Day" . . . A political move????

–Tidbits sends a hearty thanks to "Homer" for the initiation of "B Team Basketball" to the hilltop. We sincerely wish that more Class Presidents will do as much for the college as he has done . . .

–The new "miracle drug" at the S.M.C. infirmary to control the spread of mononucleosis: Salt and hot water, throat lozenges, and if necessary . . . Bleeding!

–Now that President Boutin has pledged that the Philosphy Department will deal with more contemporary issues, we noticed the addition of Dean MacDonald and Father Dupont . . . to this department – oldies but goodies . . .

–"Millie Kake" is making her political motives more obvious to the student body by making herself available for the position of Dean of Women . . . she might be running on a ticket with the "Earl of Cafe" . . .

–At the annual "Great Coach" barbecue held in honor of the coach at the coaches home, the coach stated; "I would like to stay on until "little Eddie" gets his full boat scholarships . . .

–Now that she has been promoted, "Madeline Money" will change her slogan from "WE REAM, YOU SCREAM" to "WE GIVE, SO THAT MORE WILL LIVE" . . .

–Rumor has it that Fr. Anderson fell asleep while scraping the Student Center last week . . .

–Tidbits Tantalizing Tongue Award *goes this week to Decen C. Rembisz for "I am President – you're not . . .*

–In conjunction with the "Earl of Cafe's unceasing efforts to better cafeteria life at S.M.C., Reverend Doherty has volunteered to hear confessions, Monday, Wednesday and Friday on the west line until our throats are blessed . . .

–Due to the excess of traffic in the quad, yellow and red lights will be strung across the quad, and cross signs will be initiated . . .

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A student course evaluation!

By Brian Lacey

Student evaluation of teachers is increasingly becoming a standard practice at colleges across the nation. As you know, St. Michael's has no such system. Not only does student evaluation provide needed information about a course or teacher before registering, but more importantly it gives critical feedback to teachers and points out weaknesses in teachers and programs to administrators.

In light of the lack of such a system and the desire to move from mediocrity to excellence within the academic program at St. Michael's, I have undertaken a pilot project in a student evaluation. With the kind permission of Dr. Kuntz, his course in American Studies was evaluated by the members of his class. The results of this survey along with specific recommendations are below.

American Studies 310
Dr. Kuntz

American Studies is a relatively young and unique discipline. It is an intellectual understanding of American Civilization. It is designed to offer students the opportunity to study intensively the forces – historical, social, political and economic – that have shaped America, as well as the literature and general culture of America by tracing its origins, European and otherwise.

Dr. Kuntz directs the American Studies seminar. He is an energetic, tolerant and an actively interested professor. He displays a willingness to make the course more suitable to student needs. His methodology rated quite favorable on the following aspects: a reasonable work load; freedom in the selection of topics for papers; adequate criticism given to student's work; does not over or under estimate student abilities; open and ample discussions; not a heavy emphasis placed upon examinations and a suitable, fair examiner and grader.

However, the content of the course and its value to the student were seriously questioned and rated unfavorably. The major criticism of the course and Dr. Kuntz was the narrow superficial approach. The historically oriented presentation refutes the course purpose. Course content was rated unfavorably in these aspects: unclear and unrealized course objectives; a lack of stimulation; congested and disorganized presentations; disconnected readings and discussions; seminars, exams and papers added little value to the course; an inadequate and redundant sampling of course material by the exams and the cultural heritage and literary aspects of America are rarely woven into the fabric of the course.

In short, while Dr. Kuntz's methodology is quite favorably rated, students are dissatisfied with the approach and content of his treatment of American Studies.

Recommendations

New Courses: American Art, American Renaissance, History of Religion in America, History of Philosophy in America, Foreign Relations of the United States.

Drop the **Growth of the American Nation** as a required course for the American Studies concentrator. It is merely a repetitious course which can be gained by the reading of a text. The course does not require skilled guidance in its presentation.

Break the American Studies seminar into two classes, juniors and seniors. This would allow for the proper chronological treatment of American civilization.

American Studies is a unique discipline. It is independent of American History and because of this it is recommended that the school acquire a man with a degree in American Studies to head the department.

If students feel that this type of information would be an asset to them and should be undertaken on a school-wide basis, please contact Brian Lacey. There is a possibility of using the statistical results of a school wide survey already being taken by Dr. Wehmeyer and an education class. If students get together and realize the power and value of such an evaluation we can have a written evaluation of the entire faculty by next year! –

Pfeifer Explains Coeducational Decision

by Doug Macbeth

(Continued from last week)

Last week in the 1st part of this article Academic Dean Pfeifer explained some of the reasons for the coeducation decision. He brought up another point that much that is available at the college is not being used as educational tools. Below he expands this statement.

"Take, for example, the foreign students. Here are a number of people from such diverse backgrounds who are a wealth of knowledge for our undergraduates. Yet they remain secluded and ignored on the north campus. We should break down the barriers to this sort of thing. Intellectual stimulus is hard to create, there must be an equal interest on the part of all involved. If we were to exchange ideas with the foreign students both they and we would have to get together without being forced to, but under our own steam."

Dean Pfeifer feels certain that the inclusion of girls will make a positive difference to the betterment of the college. However, he continues to be adamant that there is more that can be done to utilize what we already have.

Within the next few years the undergraduate size of the college will jump to 1500. Graduate students will increase that number to 1750.

With the addition of girls and the larger student body it is hoped that the college will attain a new goal. The Aims and Purposes Committee, headed by Dr. Earl McGrath, is still in the midst of determining the direction of St. Michael's for the future. Coeducation will play a prominent role in that determination.

Despite the opinions of Dean Pfeifer and the decision of the McGrath committee, there is more to be gained from coeducation than just social and academid facelifting. More and more colleges and universities are realizing that they cannot educate a segregated student body, that is, adequately educate a segregated student body. Yale University conducted a study by both students and administrative members which found that social responsibility is the fastest growing concern among Americans today. It was also found that more than any other concern of Americans today, it is social responsibility which transcends all sexual barriers. Whether male or female the emotion is similar. "There is much to be done, and hands must be joined to do it!" The Yale study concluded that for an adequate knowledge of the social ills of today their students must be afforded the opportunity to exchange views with members of the opposite sex in the classroom. Women have much to offer. Yale is now a coeducational institution, although its coeds are devastatingly outnumbered. Since St. Michael's is now to be coeducational it must be realized by everyone that women are tantamount to an adequate education not merely an exciting one.

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... On The Right

By James Gorski

Our setting is a ramshackle old building, a commune, on the outskirts of some great California metropolis, wherein exists a "family" of zealous, young boys and girls, bubbling over with enthusiasm and love for mankind. (Of course, the boys prefer to concentrate on "loving" womankind – when not loving themselves – but then, why discriminate? Doesn't everyone belong to everybody else?) They are busy making bombs – for which they will receive a full three credits this semester, from a well-known university – and, contemplating the "good" they will do today (and the blood they will spill), these Beautiful People smile and sing and play little games. (Have you ever played Scrabble with four-letter words?) My, what fun life can be . . .

Our children of light eat their brunch, composed mostly of odds and ends stolen from the local "pig" grocer, and "light up" for the morning. Having now successfully eluded a direct confrontation with reality (at least for a short while), they read the current rendering of **New Left Notes**, and stuffed full of righteous idignation, they decide to demonstrate their opposition to the imperialistic war in Vietnam by dumping refuse outside the Federal building. Or, better still, why not kill a cop? And, just think, the day is only beginning . . .

As our young heroes roll around in last month's precious filth (it's "do your own thing" time), we glance up at the wall of this humble abode, on which is tacked (sandwiched in between the Che Guevara and Charles Manson posters) a sign boldly proclaiming "Earth Day" and man's Quest to avert an environmental crisis. How ironic the juxtapostion . . .(I sometimes wonder what Lemuel Gulliver, per Jonathan Swift, would think of this "other America" described above, were he to mount yet another expedition to distant shores and strange lands. Surely, the Yahoos are very much alive.)

This is all by way of introduction to the seeming inconsistencies behind the Young People's latest campaign to Save Themselves from Destruction. In contemplating Earth Day, I get the distinct impression that what we have here is yet another crusade (a Children's Crusade) of True Believers, who are promising to rid the world of still another Evil, very much as Woodrow Wilson pledged to "make the world safe for democracy," and World War I "the war to end all wars." Good politics, one must keep fixed in mind, is the art of the possible, and I doubt that all this hysterical talk about "crisis" is going to get anything worked out. One would think, having heard the rhetoric, that **nothing** were being done (not at all true); that this is part of a vicious plot by the "pig" Establishment (like all conspiracy theories, a gross distortion of reality); that only the Bright Young People can appreciate Beauty and Virtue (keep in mind the mass defoliation, body and soul, at Woodstock); and that, therefore, it is up to these zealots to join hands in crying out against this indignity, so brutally imposed on Them by their elders (too absurd for comment). Well, never has so much rhetoric been produced by such little minds . . .

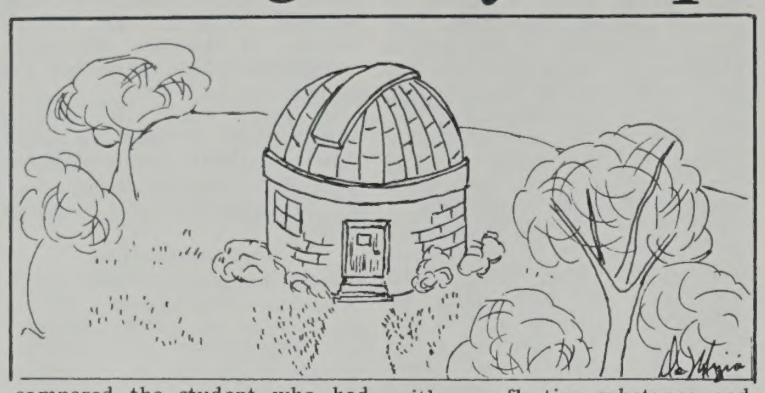
These prigs who are (purportedly) "telling it like it is," know absolutely nothing of ecology, and even less of the natural flow of things when, like the Hippies, they extol and glorify everything ugly and distasteful. Their simplistic answers to complex problems just won't do. The environmental problem should not be made over into a political weapon with which to crush the heads of the Status Quo; it should, instead, be dealt with realistically, without passion or rhetoric, and with sustained energy and cooperation on all levels of government, especially in our cities and communities. Vermont's recent "Green Up" movement was, I think, a very good example of clear thinking and imagination directly applied in dealing with the state's litter problem and a case in point of real "people power," as opposed to the nihilism we encounter elsewhere.

The so-called "environmental crisis" goes much deeper than our simply restoring the cities, forests and landscapes, so that they begin to resemble something man can truly appreciate. No, the situation (and its partial solution) reaches down deep into the souls of man (for those of you who still believe men have souls): our people will never again restore the balance of nature until they first reorient their sights according to those timeless norms and values that ate the genius of our heritage. We must restore normative behavior. The Bright Young People have never understood this, for they have placed themselves "outside" history, and care not one bit to temper their own erratic behavior. They are governed by extremes. And yet: Who bellows most about the injustice of a disintegrating environment, and advocates the very antithesis of necessary balance? Why, of course, those same selfish beings who, were we to follow their lead, would destroy us all.

Feature

Holcomb Observatory Idle in 'Age of Aquarius'

by Fred Hughes



"Snow" prevents students from venturing in the area of the observatory. With its procession in the Fall, the students depart; with its recession in the Spring, they return.

"Darkness" prevents them from lingering too long. (There are humorous anecdotes concerning Michaelmen who have lost their way at night and have drunkenly groped homeward.)

The observatory is a landmark: "I'll meet you behind it," "The flagpole in front of it," "The field beneath it," . . . Occasionally someone asks if it was ever used or ever will be used, but they are answered with a rumor that it is "out of date," or something to that effect. "Who was Holcomb?" is another popular query. And, it is generally well-known that he is the man who built it – but here knowledge ends.

This year's commencement speaker will be Mr. Michael Collins, a man who has observed a heavenly body at close range with the naked eye. A comparison between Mr. Collins and the commencement speaker of 1939 may shed some light on the reasons why students use the structure so infrequently. The speaker was John M. Pierce, telescope maker of Springfield, Vermont, who declared that a knowledge of astronomy was an essential element of a well-rounded education and compared the student who had no comprehension of the universe to a "musician lacking a finger."

The modern student would still accept the validity of Pierce's statement, but the emphasis has changed significantly. It is no longer the beauty of the heavens which impresses us, but the ugliness of the Earth. Today, we can also watch men walking on the Moon from the comfort of an armchair, whereas the observatory requires certain hardships. (Best results are on below-zero winter mornings between 12 a.m. and 4 a.m.)

The construction of the observatory was the result of an Edmundite's interest in astronomy. He was A.A. Rivard, S.S.E., professor of Physics. For nine months, every spare hour of Father Rivard's time was devoted to the task of "working" a mirror for a telescope. (Telescope mirrors must be hand ground from solid glass to exacting proportions. Afterwards, they must be coated with a reflective substance and set to dry. Father Rivard's mirror was eight inches in diameter; larger mirrors may take years to create.) In the course of his work, Fr. Rivard had occassion to consult James Holcomb, a Burlington lens maker, who became interested in the project.

The success of Fr. Rivard's project gained national prominence from an Associated Press write-up which claimed the mirror could sight the face of a watch from a distance of two miles.

Encouraged, Holcomb prepared plans to build the observatory for which he would eventually absorb most of the cost. By November of 1938, he had designed the building and the precision mounting for the dome. By the Spring of 1939, Holcomb had completed the 12-foot dome in his Burlington workshop and had the 600 pound mass brought to the campus in two sections. It was lifted in place and set on roller bearings to permit easy rotation. (It looks heavy, but, as some students have found, it can be turned easily with one hand, even while balancing on the ledge and holding a beer bottle in the other.) For the precision minded, the mounting can be driven electrically and adjusted to sideral, or star-time, which permits time-exposure photography of the planets.

Holcomb joined the faculty in 1941 and left in 1952 for Arizona, where he died shortly afterward. It was his intention that the observatory was to be a student observatory.

Today, members of the Physics department strain to recall the name of the last student who asked to use the building. The twelve-inch mirror which was later ground by Father Rivard is gradually deteriorating because its surface is being attacked by dust from the lime kiln, despite efforts to preserve it.

Observatories must be remote because their operation is affected by heat and light. The growth of the city of Burlington, and its subsequent increase in evening illumination has reduced the available viewing hours. It is quite likely that with continued growth, the observatory which is today appraised at a value of $50,000 may become completely useless. In the meantime, I have been asked to mention that it is completely operable, and instruction on its use by interested students is welcomed. Arrangements can be made by contacting Dr. Foley of the Physics department.

Coffee House Created

Student volunteers have refurbished a portion of the college's Student Center for use as a coffee house.

Rev. Moses B. Anderson, S.S.E., Dean of Student Affairs who assisted with the work, estimated that the volunteers put in some 300 man-hours in converting the cellar section of the building into an attractive area for student use.

The center is the old college library. Since the opening of the new Library in 1968, the building has housed the art department in one section while the rest of it has for the most part gone unused.

"Eventually," said Father Anderson, "the building will be turned over to the students."

This summer, he pointed out, a new roof and entrance will be built.

"Once this work is finished, the building will be available to students all day until 1 a.m."

With a seating capacity of some 300 persons, the center also will be used for entertainment programs, according to Father Anderson.

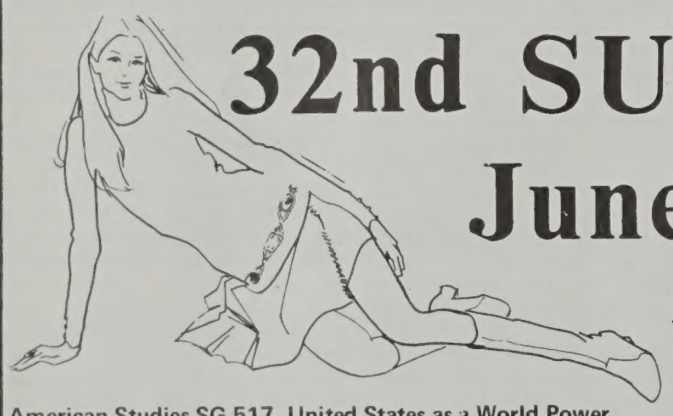
It will contain a snack bar which will serve hot dogs, hamburgers and sandwiches. Vending machines will dispense coffee and soft drinks. A pizza oven will be installed. Stereo music will be available. A public address system has been provided for entertainers.

Materials for the renovation were donated by W.E. Aubuchon Co. of Essex Junction, which supplied paint and fixtures for the work. Lucien Brochue, manager of the Aubuchon store in Essex Junction, said St. Michael's has an open account with the firm for the purchase of additional materials for the center.

ST. MICHAEL'S COLLEGE

32nd SUMMER SESSION

June 28-August 7



Undergrad. Courses offerings

American Studies SG 517, United States as a World Power
American Studies SG 518, Reconstruction, 1865-1890
American Studies SG 519, History of American Political Thought
American Studies SG 672, American Social & Intellectual History, 1865-1916
Biology S100, General Biology . . . . . 8 cr.
Business S201, Introductory Accounting
Business S203, Introductory Accounting
Business S307, Statistics
Business S 309, Statistics
Business S333, Managerial Accounting
Economics S303, Economic History of the United States
Economics SG500, Economic Growth in Underdeveloped Areas
Economics SG 503, Economic Geography of the World
Chemistry S301-303, Organic Chemistry . . . . . 6 cr.
Chemistry S307, Analytical Chemistry: Instrumental Methods
Chemistry S401, Advanced Organic Chemistry
Science S201, Basic Concepts of Science
Science S201-203, Basic Concepts of Science . . . . . 6 cr.
English S101, Freshman Composition
English SGT501, Introduction to American English Structure
English SG502, American Literature Since 1865
English SG546, Non-Dramatic Renaissance Literature
English SG566, The Contemporary Novel
History SG400, The Age of Napoleon
History SG405, History of Russia, 800-1905
History SG511, History of Greece: The Classical Period
Government SG531, History and Politics of Eastern Europe
History SG682, Constitutional History of England Since 1485
Humanities S101, Life and Thought of Western Man I
Humanities S101-103, Classical & Medieval Civilization . . . . . 6 cr.
Humanities S201-203, Renaissance & Enlightenment . . . . . 6 cr.
Mathematics S101, Analytic Geometry and Calculus
Mathematics S105-107, Analytic Geometry & Calculus I . . . . . 6 cr.
Mathematics SG309, Number Theory
Mathematics SG301, Elementary Probability
Mathematics SG307, Introduction to Modern Algebra
French S103, First Year College French
French S103-105, First Year College French . . . . . 6 cr.
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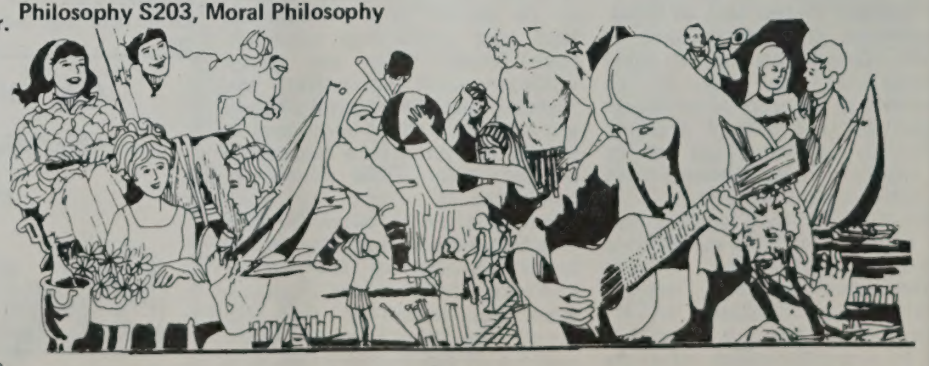


For information call at the office of the Summer Session in Jemery 28, telephone Campus Extension 320, 369.

Come and see how beautiful the campus is in July!

Rembisz Rally!!!

Assassination attempt.

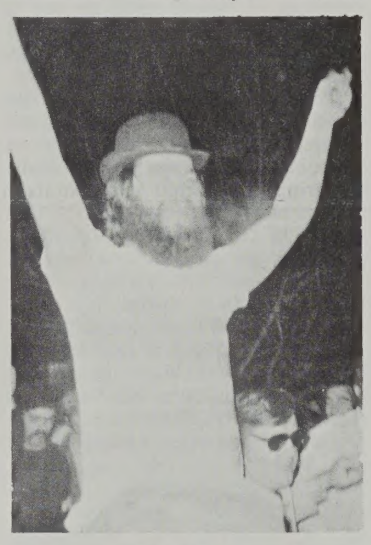
by Doug Macbeth

Student Association elections got started much as they were expected to this year. There were two prime candidates who split the campus evenly for support. As the campaign heat grew stronger it was simply a matter of who could sound more forthright. The election would be decided by a small margin and whoever came on with the most tantalizing promise by voting time, would win. Or so it was thought.

The **Michaelman** checked back on previous S.A. elections and found that there usually was a third dark-horse candidate who entered the scene just to make things interesting. We even published a cartoon in regard to this. Little did anyone know that there already was a dark horse candidate in the making long before this cartoon came out.

One Sunday morning a week before the election a sheet was found tied to a lamppost and a tree in the rotunda between Joyce and Alliot halls. It called for Decency, "Vote Rembisz S.A. President." That one slogan and the following actions of this candidate kicked off the strangest election ever to hit the campus.

"Who is Decen C. Rembisz?" This was one question that more people asked than any other, for an entire week. He never stirred from his room to campaign. He refused to speak with anyone. Instead he remained completely oblivious to the entire campaign. While John Daignault and Mark Kline went from room to room delivering speech after speech, Rembisz had yet to show himself.



Decen C.

Then various bits of news got out. It was learned that Rembisz wanted a complete revision of the college as it stood. The core curriculum must be strengthened with four years of Theology based on the wit and wisdom of the Baltimore Catechism. Discipline must be the cornerstone of the institution and no one is to enjoy anything at the risk of expulsion or suspension. Athletics will depend entirely upon a water polo team. A fire station will replace a fine arts building in priority. Aerospace studies would be required of freshmen suffering from acne. Intramural taffy pulls would be held on alternate Sundays. All this was part of the Rembisz platform and he named Pete Plati as his chief supporter.

The absurdity of all this only added to the mystery surrounding Rembisz. It was clear that he was not a serious candidate, but who was he and why was he doing this?

Little more was learned until several days later when Rembisz agreed to an interview conducted by Bob Tully. Tully was told that Rembisz planned a rally for the night preceding election day. This was big news for even then most of the college didn't know what or who Gene Rembisz was.

Rembisz never once changed his stand during campaign week. He issued as many absurd statements as possible and only once came down to earth. "How serious are you?" asked one student. "Not at all. I only want to show the people around here how silly this place is."

Perhaps that was when it all became real. Gene Rembisz was causing excitement not because he was charismatic, but because people were beginning to wonder what was going to happen. With all his crazy statements he was gaining ground. Mark Kline said, "If I wasn't in danger of losing to a write-in candidate, Gene Rembisz' campaign would appeal to me!"

That was the most intriguing point of all. He was not even an established candidate. In order to elect Rembisz the students would have to write his name on the ballot it would not already appear as Kline's and Daignault's would.

However elusive Gene Rembisz was, his actual existence was never contested. Signs, placards, newsletter mimeograph campaign promises and graffiti all attested to the fact that he was real and that soon he would make an appearance.

Four days before the voting was to take place numerous placards were seen all over campus announcing a rally scheduled for Sunday, April 19 in the quad. The rally was for Gene Rembisz and he would deliver a speech to what he termed his "dearest constituents."

The next few days were normal for election week. The candidates (except Rembisz) and their followers ran all over campus trying to elicit support and turn the tide to their purpose. Whatever the label placed on these three students, liberal, conservative or ridiculous, they were dearly aware that they had to bring life to the campus which had been dead for nearly two years.

Sunday was the usual sleepy day it always is at St. Mike's except for the fact that the Rembisz rally would be held that night at 11:00 p.m.

All day Sunday and through the hours of Sunday evening Kline and Daignault campaigned room to room in their last efforts to win support. Both were apprehensive about the election but neither yielded to defeat before the voting began. They had worked extremely hard for their election and exuded a natural confidence for victory.

At 11:00 p.m. most activity halted. A crowd had gathered in the quad and Gene Rembisz appeared on a makeshift platform at the main entrance to Alumni Hall.

Three cars were lined up in an oval facing the platform with their lights on. The lights illuminated the entire front of the building and Gene "Decen C." Rembisz was in plain view to all. Many were surprised to find that he was the same bearded cat they had seen all year walking to class or having a smoke in the snack bar. He has plenty of hair completely encircling his face and covering the top of his head. He's about 6'1" and heavy set. He wore a derby hat, long johns and a sweeping black cape.

A p.a. system had been set up previous to this rally and Decen's voice boomed out into the quad.

"You may wonder why I called you here tonight. Many people have approached me about the seriousness of my campaign. I am here to clarify this point tonight!" There were ripples of applause throughout the crowd and then horns honked, and the entire crowd commenced yelling and applauding these first few lines.

Then Rembisz screamed the words, "Decency and America!!!" into the mike.

He called to what appeared to be a student dressed as a crippled soldier. He motioned him to the platform. The student stumbled to the side of Rembisz mumbling something about the Spanish American War.

Rembisz asked, "What's your name, soldier?"

"Esmarada," he said.

"Do you believe in God, Decency and America?" shouted Rembisz.

"Yes!" answered the cripple.

"Then throw those crutches away and walk!!!"

This mock, Christ-like scene created a stir in the crowd. By now there were nearly 350 students surrounding the platform and many more watching from windows in the dorms.

Crippled Soldier

Again horns blew and the crowd shouted. They began chanting, "We Want Rembisz" and singing songs. "We want Rembisz in the White House," was repeatedly sung to the tune of "Glory, Glory."

Rembisz spoke again.

"As I gaze upon my dearest constituents, the crushing weight of this school's problems has settled upon my weary soul. I must raise you, MY PEOPLE!!!" More applause. "From this academic and social limbo. I have purged my body and soul of demons that once possessed them. I have purged myself of carnal desires and of pleasures of the flesh. Women will never be allowed to disgrace the campus again!!! Alcohol, drugs and tobacco will not be permitted!" Amid the firecrackers, cherry bombs and fireworks pouring from the windows a single shot was heard. A mock assassination was made. Rembisz went unscathed. Students dressed as SS agents and cops captured the culprit and brought him to the platform. Rembisz let him go with the words, "The quality of mercy is not strained; it falls like a gentle rain."

Rembisz went on to name his followers by exclaiming, "Many have passed me prophetically chanting Decen C. Here are a few: Job, Acquinas, St. Edmund, Clark Kent, Lester Maddox and Armand Citerella!" With this the crowd went crazy.

Rembisz left the platform and entered an awaiting car, but not before he dropped his cape revealing his pure white long johns with American flags painted all over. With his derby on his head he was driven around the quad with, by now, some 400 students, following, all chanting, "Decency."

Soon it was a caravan. More than 20 cars followed Decen C. off campus and toward Winooski. All of College Parkway was covered with students, fireworks and lights. Traffic was halted in both directions. Dean of Men, Sutton, appeared with Rev. Anderson to stop the caravan and turn it back to St. Michael's.

Monday election day was quiet. The three candidates had decided that, for the most part, all was left up to the voting.

The polls in Alliot hall were opened at 11:00 a.m. Various members of the student senate officiated, making absolutely sure that only one ballot went to each person. The name of each voter was carefully crossed out to assure that no one could vote twice.

Rembisz did not have his name on the ballot. Instead there was a blank marked "Write-in" where anyone who wished could write his name.

The voting period between 11:00 and 6:00 p.m. was hectic in the Alliot Lobby. 870 students turned out to vote and their mingling in the booth area caused a certain confusion.

Neither John Daignault or Rembisz were seen at the polls except when they entered their votes. Mark Kline stuck close to the action, but did not attempt to influence anyone in his favor.

At six p.m. the voting boxes were locked and brought upstairs where the counting would begin. Mark Kline was the only candidate who waited in the building for the results. Rembisz and Daignault had representatives reporting to them periodically.

It took approximately one hour to count all the votes in one box. With the 1st box completed at 7:15 John Daignault held a slight lead.

The snack bar phone was in constant use with the radio station seeking more info on the count. People were becoming restless. There were nearly 30 students standing outside the counting room and numerous others throughout the building awaiting more facts.

Daignault's lead was extended to 15 votes over Kline at the end of the second box. Many conceded the election to Daignault, but with such a slim margin it was necessary to wait.

The third box was completed at about 10:00 p.m. Mark Kline and his constituents awaited the results. All of the candidates had a representative in the counting room, but the announcement was yet to come from Frank Corbishley. Corbishley entered the hall, "Rembisz 291, Daignault 272 and Kline 233."

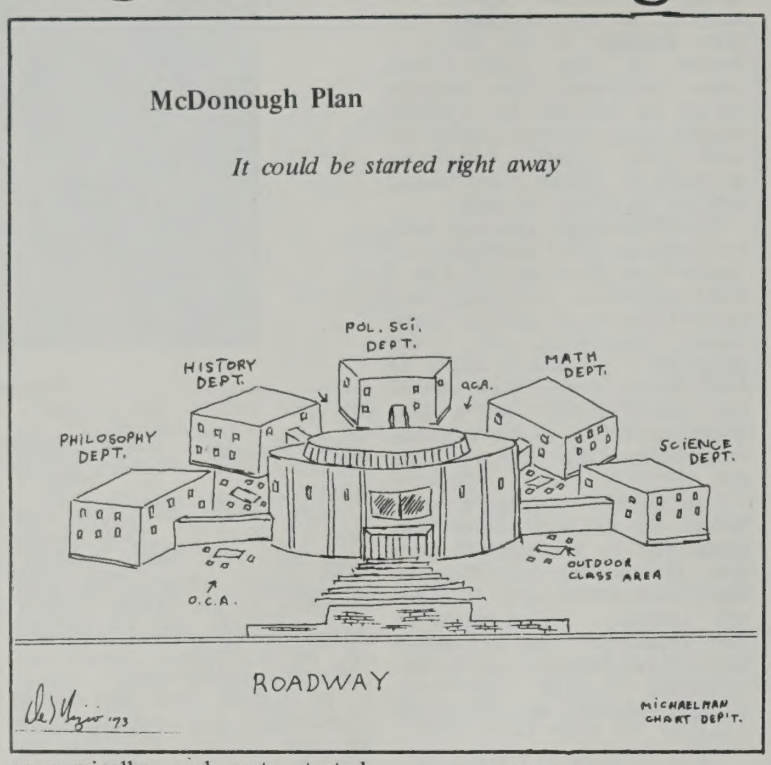
Interview

The 'McDonough Plan' vs. an 'Edifice Complex'

Frosting the 'Wedding Cake in the Prairie'

Mr. Donovan McDonough has been an Associate Professor of English at St. Michael's College for the past two years. He holds a Master of Arts Degree from San Francisco State University and is currently working towards a Doctorate in Fine Arts.

As a result of the announced future building plans, Mr. McDonough has formulated some ideas of his own concerning the library in particular, which have subsequently become known as the "McDonough Plan."



What is the "McDonough Plan?"

"The idea that I had was instead of putting up a totally self-contained and very elaborate new classroom building of two or three stories, that they try to work by expanding the library. We've got this circular construction, and you could put little one story modules around the thing – perhaps three or four of them – connected with glassed-in walks to the main part of the library. You could have, say, an English department, a History department, a Philosophy, Theology and perhaps Social Science or Political Science, and these could be built relatively cheaply, being one story and not a huge edifice. You could have departmental and faculty offices plus two or three large classrooms. And then instead of this thing (library) sitting here like a big wedding cake all by its lonesome out in the prairie you'd tie it in, you'd sort of make it part of the campus.

"If you had these glassed-in walk ways, in between you could put in picnic tables, flowers, trees and bushes – the buildings themselves would furnish sort of a wind-break – you'd have some nice outdoor study areas for Fall and Spring. In the bad season it would be possible for those of us who use the library frequently to get back and forth from it. If you're in a class and you want to look up something or go check on a reference you're immediately there. You just conduct your seminars or your regular classes in a closer connection with the library . . .if we really believe that the library should be the center of intellectual activity on campus.

"I'm certainly no financial expert, but it seems to me that if money is tight for college buildings, and by and large it is, that it would be possible to proceed with constructing small units like this one at a time, instead of having to get what a new building might cost; three or four million. You could build something like this rather economically and get started right away; build one, and then when the money became available build another one."

What are the building priorities at this stage?

"I don't know what the building priorities were. I understood that at one time the president had said that the priorities were for a classroom building first, a Fine Arts center and a sports complex to follow. But there has been obviously much more done in terms of campus publicity for an athletic complex than there has about the other two. And it strikes me as it strikes many other people that we are in a critical state with them tearing down the playhouse. Those people will have to work out of the Fort theater which is totally inadequate."

How do you view the present facilities?

"I don't have that many large classes so I don't find that I'm crowded, but I know some of those classrooms in Jemery Hall are certainly one lousy environment for teaching and learning. I would like to see a Fine Arts center or a classroom building under construction as soon as possible.

"I know that just from the music people and the drama people that they do need a place for concerts and a place for plays. These things are important in terms of public relations as well as being something to do around here, in a community in which there isn't that much to do.

"But this thing (the McDonough Plan) is just kind of a pipe dream. It seems to me that it wouldn't destroy the aesthetic qualities of the building (Durick Library). I'd imagine what people would label it; the 'Octupus' or something. But when you have a circular building like this you think of it as the 'Hub' of the campus, and in some ways it ought to be."

Have you shown this to anyone on the Building Commission?

"No. I don't even know who's on the commission besides Don Rathgeb.

"I've seen schools who've done more than we have done to create some sort of an integrated inter- departmental cohesiveness and still make clear the relationships that one department had to another. A lot of schools now are having some sort of departmental headquarters where, for instance, for English majors we might have a reference room of our own, including some of the standard bibliographies, standard references, perhaps some anthologies, a set of good dictionaries and stuff like that . . . stuff that we might want to use for just day to day teaching in one conference room. Plus all of the teachers would have their offices there instead of being scattered all over the campus.

"Here we don't have that much departmental inter-exchange of ideas and so on that would really help. We are going to have to have a much better exchange of information and opinions about curriculum between departments than we have, and some kind of a physical facility to set this up.

"We tend to leave it up to the student to make connections between unrelated courses. My own feleeling is that a matter like this shouldn't be left to chance. You shouldn't leave it up to the student to find or discover by accident the real connections that exist . . . if we really believe that learning is partially unified."

How do you think a plan like this would be received?

"I think that you could convince any member of the administration or Board of Trustees that they could get what they need in terms of space, convenience, centrality and a lot of the advantages and still get it at a lower cost than another classroom building, which might take longer to complete, and would therefore not be usable in the same length of time. If you could show them that the advantages outweigh the disadvantages you would have some success."

On the left (from page 2)

and stood above us very tall. "When we're defending our country and our wives, we'll fight. We'll die for our country. But believe me, we're not fighting for anything over there! I know." He sat down, much calmer now.

"D'you know those longhaired kids? Well they're right. You don't give up a good thing for nothing. To keep the economy going or play political games. You don't ruin your life . . ." He laughed again and drank. "Maybe I'll give this stuff up some day."

The man's wife came back in and glared at the room. "Are you coming?" He stared up at her. I' ll be right out." he said. He drained his glass and went to the door.

"I hope to God you never look like me," he said. "Don't you go."

We went home. We were tired and there was really nothing left to say.

The Michaelman

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Text of McGrath Committee Report

Report of the Committee on Aims

While the Ad Hoc student curriculum committee is circulating its petition for curriculum change, the McGrath Committee has furnished recommendations to the college not far different from those of the students.

Appearing below is the text of the McGrath Committee's recommendations. The committee appointed President Boutin early last fall is currently studying the aims and purposes of St. Michael's College and advising the President on what changes should be made. The decision on coeducation is one such result of the McGrath Committee's findings.

CURRICULUM

In order to provide the curriculum most conducive of our aims, the committees, listed in the covering letter, are appointed. The following are supplied for the guidance of the committees.

a) LIMITATIONS OF CURRICULUM

To maintain the curriculum within the resources of the College, the following limitations are proposed:

1) There will be no new concentrations, except religious studies and possibly black studies. If a concentration in black studies is developed, it is to be on an inter-departmental basis like the present concentration in American Studies. These exceptions are made because the College is now nearly ready to offer them and they are desirable programs.
2) The number of semester courses required for graduation may not be increased.
3) Courses in the graduate and extension programs must be at least self sustaining. The undergrauate program cannot be allowed to sustain them.
4) Additional courses within established concentrations and programs may be added according to needs and resources.
5) A student-teacher ratio of at most 15 - 1 must be preserved.

SPECIFICS FOR THE REVISION OF THE CURRICULUM

1) that the student can be trusted with his own education – and therefore a wider choice of electives.
2) that the expansion of knowledge and disciplines made impossible more than a sampling of them. The required area of the curriculum may therefore be changed.
3) That the requirements of the concentrations should generally not be changed.
4) That the curriculum should provide for a practical involvement, as indicated in the Discussion.

DISCUSSION

The curriculum establishes the relationship that should enable the teacher to devote his learning and experience to the development of the student. The curriculum should accordingly provide not only for the student's contact with the specialization of the instructor; it should also provide particular experiences in connection with the subject matter being taught. This is tantamount to saying that we should be as concerned about the possible uses of information in classroom exercises as with the transmission of information.

The specialists in each area must be the judge of how disciplines are to be taught. But we should recognize that the changes which we hope to effect upon our students, as stated in the aims, should guide the revision of our curriculum. To accept this principle is to raise questions about our current program. Why, for example, should a student be awarded a degree, as now, for simply passing a required number of courses at a minimum grade average? The degree is clearly awarded on the assumption that a student must have been changed as a result of taking these courses. We might know better whether he has in fact changed by thinking more about the student and less about his transcript. It is even possible that a student's growth would be greater if he took fewer courses which provided a more intense involvement. If we did require fewer courses we could reduce the size of classes. We might even be able to schedule seminars for all four years of a student's program. And surely freshmen and sophomores need the closer supervision that work in small groups permits.

Such considerations raise questions about our core curriculum. As the core now exists it is designed to guarantee a diversity of courses to guard against narrowness and overspecialization. This purpose is admirable but is the core the best arrangement to achieve that purpose or even a good one? The core is essentially a sampling arrangement but it excludes more than it incorporates. Exposure to particular subject matters is no guarantee that the student will become "liberally educated." This happy state is less the result of courses taken according to some pattern of distribution than the result of what happens to the student within those courses that he does take.

The usual argument in favor of the core also overlooks the fact that the teaching of particular subjects is not confined departmentally. Practically every department in the College deals with philosophy and religion. The departments of philosophy and theology in turn deal with the same subject areas that are identified by our departmental structure. The treatment of these subjects certainly differs in the various presentations but we should not assume that students encounter particular subjects simply on the basis of course labels. That subject matters and disciplines do blend in particular courses is a fact that can be exploited in pursuit of our aims. The blending provides the possibility of courses that do make the student think. To investigate the history of a nation against its political ideals – or to investigate a religion in relation to social conditions – is also to provide courses that militate against narrowness and overspecialization.

It should not be assumed however that all avenues of learning are open to the student in the classroom, nor that all his instructional needs can be met through encounter with his teachers. Some personalities need the experience of work and contacts in a non-academic situation. They need to involve themselves in particular causes and in particular situations but the teacher should usually guide the student even here. For example, the art instructor works with the student artist and the professor of sociology helps the student who chooses to work with retarded children. As a result of such an encounter the student may surely and happily be of help to someone or to some group in our society. But above all the experience will work its effect upon the student so that he develops – perhaps by realizing the complexity of human problems and personalities – and grows accordingly. He will be a better man as a result and will ultimately better the society of which he is a part. Therefore our academic program should make provision for an experience of the kind indicated above. The possibility of working this experience into the period between semesters is an obvious one.

Several proposals are already under consideration by which the student may grow through a practical experience. The political science department now places teams to observe various governmental functions. The department of fine arts wishes to give credit for participation in extra-curricular activities. The sociology department and theology department are planning a study of the churches in the area. There are also other possibilities, some of which are actually in existence. How far these possibilities should be developed and how they should be arranged according to our calendar is a major question for the curriculum committee.

ATMOSPHERE

A program of lectures, concerts and extra-curricular academic activities is absolutely necessary in order to counter-balance the stability of faculty and the isolation of our Campus.

GRADING

Our present marking system should also be revised. At present it is unnecessarily complicated and has features that seem punitive, for example, the regulation that a student who withdraws from a course after six weeks shall receive a grade of F. The matter of recording F's at all is subject to criticism. The concern of the College, it seems, should be to certify that a student has achieved the development that merits the baccalaureate degree. His qualifications for graduate school or for any thing else would be indicated by the written evaluation of his instructors – not by a set of marks which are always subject to various shortcomings. If this makes impossible such practices as the determination of a valedictorian, their discontinuance is perhaps desirable.

SMC AS A CATHOLIC COLLEGE

St. Michael's in the next five years will continue to welcome qualified students whatever their religious backgrounds. The way of life and curriculum here will be such that diverse religious views will be respected and no one's conscience will be violated through compulsory courses of a confessional kind. If courses in religion are required of all students, the courses must offer variety enough to prevent problems of conscience from arising at all.

Just as students of different faiths will be welcomed here, so will scholars and teachers of different beliefs. They will also be encouraged to profess and to teach their beliefs. Our curriculum and campus life are now enriched by the work of Rabbi Wall and Dr. Garrett. They have shown us that the richness of any faith becomes more apparent when seen from different viewpoints. We must make an effort during the coming years to bring other scholars of non-Catholic beliefs to St. Michael's. We particularly need experts in the areas of Protestant Theology and Oriental religious thought.

St. Michael's will however remain dedicated to Catholicism as a special form of Christianity. The prominence of the Society of Saint Edmund in different areas of campus life will be a sign of this. More important the Fathers have devoted themselves to developing a strong faculty in religious and Catholic studies. These scholars ought to be a major influence in our academic program for they example ith the profoundest questions. Catholicism moreover is a body of principles by which teachers can challenge the minds of students. These principles can also be related to history, to politics, to science, not to lay down the law but rather to enable students to compare and test and mature. This scholarship and teaching should also foster an exciting liturgy which itself can teach the principles of Catholicism and nourish a respect for them.

It will also be possible at St. Michael's to practice a way of life in keeping with Catholicism. Religious services will be celebrated here, priests will perform their offices here, and all who come here may take advantage of these opportunities. Above all St. Michael's will be Catholic in welcoming men of all faiths and in respecting the freedom and individuality of all who come here to study or each or do other work.

Golf (from Page 8)

Knights was Tim Taillon, who had a 78.

The inclement weather of late has hurt the team a great deal, as Burlington Country Club has not opened yet due to wet grounds, and the team has been left without a home course and a place to practice. Coach Baumann is enthusiastic, though, and feels that when the course does finally open for play in June, the team will not lose more matches than it plays.

Next on the schedule for the Purple Knights is the team from across the river, UVM. UVM has a young team this year and the Knights are really up for this match. This reporter predicts an overwhelming 6-1 win for the Knights. FORE!

GEORGE ZESKIND
PAWNBROKER
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Tarrant, Falkenbush and Baumann Lead Attack on All-Stars

The faculty and administration quartet led by such past greats as Rickie Tarrant, Dick Falkenbush, Bruce Strayhas and Walt Baumman defeated the House All-Stars by a convincing 104-88 margin. The "Stars" amassed a 44-37 halftime lead, as coach McElory used his platoon system effectively. However the opponents with Baumman and Strayhas controlling the boards, and Tarrant and Falkenbush finding the hoop, the greats of yesteryear opened up an assault that was just too overwhelming for the All-Stars. Despite being much smaller the "Stars" led by Steve La Perle, M.V.P. Tim Reagan, "Hippie" Hayden, "Red" Hickey, and Bill Callahan put up a valiant effort, and were in the contest until late in the second half. Coach Baumann pulled a sleeper, when he inserted Brother Damian in the lineup and he responded with six quick baskets. It was downhill for the "old men" after that.

In the preliminary game coach Driscoll led his Zeta "Zygotes" to a 72-68 victory over the "B" league All-Stars. The stellar play of Pistol "Duck" and "Elgin" Riccio was too much for the undersized B All-Stars. "Wonder" MacAndrews, Pat Cronin and Dave Woodruff played well for the "Stars", however it was the fine second-half effort of "Rabbit" Corcoran that spelled the difference.

Administration

	FG's	FT's	T.P.
Tarrant		5	27
Baumman		3	17
Strayhas		3	19
Falkenbush		7	19
Anderson		0	4
Br. Damain		0	16
Doherty		0	2
Sinclair		0	0
		18-24	104

All-Stars

	FG's	FT's	T.P.
Reagan	4	4	12
La Perle	6	4	16
Nelson	1	1	3
McKee	3	0	6
Hurley	3	0	6
Hickey	4	2	10
Hayden	6	2	14
Minette	1	0	2
Robbie	3	1	7
Callahan	5	2	12
Kiernan	0	0	0
	36		88

KNIGHT IN SPORTS

By
SPORTS EDITOR
Brian J. O'Riordan

This has been a tragic week in the annals of St. Michael's athletics. It's hard to talk about a losing team without getting into personalities, and saying he was responsible for this, or that is why we didn't win. I've tried to put my finger on the reason for winning or losing in earlier articles, but almost all reasonable explanation falls short on this campus. It has just been a combination of events that contributes to what we have. And at the present time it isn't a favorable situation.

The basketball team should be fabulous next year. I am not predicting a national champion, but with the ball players we are signing, we can't help but have a very good team next year. Mr. Markey and Mr. Baumman have done what looks to be a great recruiting job this year for next season. I think the president of the college is to be commended for his determination to produce a winner in this area. The entire student body is craving for a respectable basketball team.

We now have seven sports, and six of them are failing miserably. Look at the records if no one wants to believe me. When we look at things as a whole, rather than with each individual sport, maybe a solution can be found. After all it is a common problem on the hilltop, if losing is to be called common. The competition we play is equal for the most part. What are other schools doing to produce winning teams?

Other schools recruit in every sport in some form or another. In inter-collegiate athletics you can no longer depend on your ordinary enrollment to fulfill all of your team needs, and still expect a decent squad. We have completely ignored other sports besides basketball for the last couple of years. I am not advocating the abandonment of our basketball recruiting program, but rather advocating the setting up of recruitment plans in other sports. And some aid in the form of scholarships must be an essential part of this plan.

With our present tuition costs, many good ballplayers would eliminate St. Michael's without giving it any real serious consideration. Good prospects are not always born with silver spoons in their mouths, so we must make St. Michael's an attractive place before a good athlete will consider us.

So St. Michael's has to become known as a school that wants to have good athletic teams, not just one team. The student body is frustrated by the events of the past two years on our athletic fields, and maybe other people should forget basketball long enough to put the rest of the athletic department back in shape. I know and I think the rest of the school knows that the athletic department is working overtime to bring us a good program. But the question now arises can two people working full time, and busting their tails to get something done, produce the results that are so drastically needed, and needed immediately. I don't think we are going to have too many more people willing to go out and get killed in their particular sport year after year. Finally they're going to say the heck with it, and do something else, or nothing at all, which is even more tragic.

Students of St. Michael's deserve better than they are getting. St. Michael's is a growing institution in many ways, coeducation and more majors should provide us with a greater appeal to some prospective students, but if they continue to see S.M.C. as a loser in the area of sports, then they are going to bring this perspective into other fields, and St. Michael's is not a loser.

Pattison Rudely Introduced

First year varsity coach Joe Pattison was rudely introduced to college baseball by a very strong hitting UVM nine. The young Knights, playing in their season opener, were beaten 17-1 by a Vermont team that was playing their tenth game of the season.

Pitching was the name of the game – Vermont's George Smith, who got stronger as the game progressed, is probably the best chucker the diamondmen will see this season. St. Mike's managed only four hits off a very smart Smith, three by freshman Chris Duffy and one by senior Bob Valk. The pitching on the Knights' part was weak and coupled with UVM's power attack spelled disaster. Vermont managed 12 hits and were given 9 walks. Three of these hits were home runs, one each by Captain Jim Rapaport, Phil Watowich and Dave Bishop.

Sophomore Scott Racicot started on the mound for Pattison and pitched well for 5 1/3 innings until he tired and was unable to find the plate. He was relieved by sophomore Dave Triggs, who consequently only lasted 1/3 of an inning due to wildness. Triggs was followed by frosh Bob McLaughlin who was unable to get anyone out. Freshman John Kiernan then came in and did the job for Coach Pattison by going the last 2-1/3 innings, giving up but one hit and one run.

The Michaelmen's downfall came in the sixth inning when the Cats scored 11 runs, four pitchers saw action in the sixth.

The Purple Knights scored their only run in the fourth inning when, with two outs, co-captain Valk singled to center and scored on a long triple by Chris Duffy to right- center field.

Mr. Pattison didn't feel the team played as poorly as the score indicates. The defense is much superior to past years, and the hitting wasn't bad, considering the competition and the time of the year. It is no secret that the players would prefer having UVM a little later on their schedule so they could get a few games under their belt before meeting a team that has already played almost 1/2 of their schedule. Look for a completely different game when these two teams meet this Wednesday, after SMC gets two more games behind them.

This weekend the team travels to Loudonville, N.Y., for a double header with Siena College at 1:00 p.m. on Saturday. These should prove to be two fine ball games, as the veterans will be looking to avenge a double 1-0 loss from last year.

Linksters Crushed

The golf team opened its spring season this week with three matches and compiled a 1-2 record.

On Tuesday, Dartmouth College invaded the Knights' "temporary home" course and sloshed the ball around in the mud and water for a convincing 7-0 win. Dartmouth was definitely a superior team in this match as all of their players played well. Low men for the Purple Knights were co-captains Rich Eagan and John Hess with 77 and 78 respectively.

Wednesday the linksters traveled to Clarkson to play them and Potsdam in a triangular match. Once again the conditions were ideal as the temperature was in the 80s and the sun was shining brightly. The beautiful weather inspired the team as they completely overpowered an inferior Potsdam team and walked off the course with a 7-0 win. A complete reversal from the day before; that's the way to hit the ball, you hackers!

The Clarkson match was a different story, though. The heavily favored Purple Knights were upset by a fired-up Clarkson team, which had been practicing for three weeks. This practice reaped dividends for Clarkson, as they finessed the ball around the greens a little better than the Knights did and galloped off the course with a 5-2 win. Low man for the

(Continued on page 7)

The Freaks, Known to Walt Baumann as The Hot Dogs

This season the independent softball league has been shocked by the arrival of a new team, "The Freaks." They are a definite pennant contender and are a serious challenge to last year's champs, "The Penthouse Playboys." The Freaks have an excellent defensive squad and the team is batting at a .430 clip. Their tight infield consists of Bob Tynan at first, Kevin Sweeney at 2nd, John Pisani at short stop and Rich Sylvia at the hot corner. The battery is made up of Bobby Garguilio catching and Tim Buckman on the mound. In the outfield are John Mackin in left, Fran Conlin in center, Danny Collins in right and Jim Boylan in short field. Their power laden bench could be the story in a tight game with Jay Lacouture, Tooter Belaner, Jim Lehy, and Brad Levigne ready to step in and deliver a timely blast.

At this time "the Freaks" are tied for first place after knocking off the Bang Bang Boomers in their first game. Under the watchful eye of coach-general manager, Charlie "Chuck" Manselillo the freaks showed their power in the first inning with back to back homers from Tim Buckman and Bob Gargiulio. After this offensive display the freaks settled down to their defensive brand of ball and coasted to a 9-6 win. John Mackin and Tim Boylan were stellar standouts in the field, while Tim Buckman was the story at the plate going 5 for 5.

Salary disputes have been going on since spring training, but manager Manselillo expects to have his team in the thick of things when the hot pennant race comes down to the wire.

Playboys Romp In Old Rivalry

Recently in the popular Independent Softball League, a couple of hotly contested games were played. The old rivalry between the Lamda Independents, and the Penthouse Playboys was renewed with the Playboys winning going away 15-7. In the other game it was the Pals out-slugging the Gauchos 24-12.

Even with a shortage of personnel for the game, the Playboys still managed to mount that offensive drive that gave them the title last year with a perfect record. General Mgr. Head Powers put on a pair of spikes to fill in in left field with his rifle arm. The big bats were swung by Pistole Pattison, and Rome's Mark Rosa, who had home runs with Rosa also going 4 for 5.

Stevie Wonder played a fine game at short-stop, and added a triple at the plate to help Jim Durso post his first victory, after he had struck out one.

Lamda scored first and jumped to a 4-1 lead before the Playboys started their rally and scored four runs to move ahead. From then on they added to their lead and were never threatened.

In the Gauchos' game on opening day Captain Scummi lead his charges to an up-set victory. Spearheading the Pal's attack were Leo, Ronnie and Bobby Pal with round trippers. Jumping Joe Dessinger led the losers with four hits and a home run. Also putting a good job for the Gauchos were Tom Mera and Jingles who couldn't make the grade with the Pals.

Profile

Steve LaPerle

His Presence Missed Already

After Wednesday's game with Vermont, many people on the hilltop were beginning to realize just how good last year's star pitcher, Steve LaPerle was. Steve was unable to play this year because his arm finally gave out. But Wednesday proved that Steve LaPerle was the one player who was holding the St. Michael's baseball team together. UVM was beaten last year by Steve for the first time in five years 3-1.

He has played soccer up here for two years, and was the guts of the defense all the time he was playing. He played fullback, and in many games he was fighting the goalie for the most saves in the game. Any team that had to face him went away with Steve LaPerle's image either in their minds, or on their bodies. And in some cases they would rather of preferred it on their bodies because in the clutch Steve was the one who came through with the big play.

Steve played on the freshmen basketball team, and was sixth man. In the last two years he has been on the Michelman all-star team, for inter-house basketball.

But baseball has been his standout sport. In high school Steve had an amazing 23-4 won-loss, overall record. Pitching for St. Michael's his Sophomore and Junior years, he compiled 3-2 records both years. But he has had an unusually good earned run average. His E.R.A. last year was 2.03. He got this record with a better than average fast ball, a slider, and his bread and butter pitch, the curve. He mixed these pitches with an instinct that was the difference in many crucial ball games. But more than his record, or anything else, was his desire to win, and his utter distaste for losing. This spirit and will to win was spread to his teammates.

Steve LaPerle was picked by his classmates to Who's Who on American College Campus' and was picked as an Outstanding College Athlete for 1969. In his years here at St. Michael's Steve has contributed much to the athletic program in all areas, and St. Michael's should be proud to have numbered Steve LaPearl as one of its students.

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